

Policy Subcommittee

Wednesday, December 15, 2021 7:00 PM

Meeting Access: Policy Subcommittee (12/15/21 at 7 p.m.) Web:

<https://zoom.us/j/96980431757> Dial In: (929) 205-6099 Meeting ID: 969 8043
1757, 3 Brush Hill Road, New Fairfield, CT 06812

I. CALL TO ORDER

II. ELECTION OF CHAIR

III. APPROVAL OF THE MINUTES

III.A. November 17, 2021 - Regular

IV. ACTION ITEMS

IV.A. Policy C-19-1250 - Visitors, Volunteers and
Observations in Schools

IV.B. Policy 1250 - Visits to the Schools

IV.C. Policy 1250.1 - Classroom Observations

IV.D. Policy 3517.3 - Site Access/Closed Campus

IV.E. Policy 6162.4 - School Volunteers

IV.F. Policy 6171.2 – Preschool Special Education

IV.G. Bylaw 9327 – Electronic Communications Among
Board Members

V. INFORMATION ITEMS

VI. OTHER

VII. ADJOURNMENT

BOARD OF EDUCATION, NEW FAIRFIELD, CT
Policy Subcommittee Meeting

Name of Subcommittee: Policy Meeting type: Regular
Date of Meeting: 11/17/21 Place of Meeting: Zoom
Members present: Samantha Mannion, Amy Johnson, Stephanie Strazza
Members absent: Kathy Baker
Other attendees: Dr. Pat Cosentino
Minutes submitted by: Stephanie Strazza
Meeting Access: Policy Subcommittee (11/17/21 at 7 p.m.)
Web: <https://zoom.us/j/99671586320> Dial In: (929) 205-6099 Meeting ID: 996 7158 6320

The meeting was called to order by Samantha Mannion at 7:03 p.m.
Samantha Mannion made a motion to elevate Amy Johnson to voting status, seconded by Stephani Strazza, all in favor.

II. APPROVAL OF MINUTES

A. October 27, 2021 - Regular

Motion: To approve the minutes of October 27, 2021, as presented

Made by: Samantha Mannion

Seconded by: Stephanie Strazza

Recording of Vote: All in favor

III. ACTION ITEMS

A. Policy 6146 – Graduation Requirements - Dr. Cosentino reported that Christine Baldelli and James D'Amico were in favor of the amendments. Samantha suggested "Student's success plans" be edited to state "plan" in singular form - Change all "plans" to "plan" and add a comma after "July 1, 2022." (*See motion below Bylaw 9320*)

B. Policy 6171.2 - Preschool Special Education

Motion: To table Policy 6171.2 Preschool Special Education based on further clarification from Melissa Busnel after consultation with the state.

Made by: Samantha Mannion

Seconded by: Stephanie Strazza

Recording of Vote: All in favor

C. Bylaw 9320 - Board of Education Meetings - The Policy Subcommittee proposed a change to the bylaw in correspondence with the policy changes. Dr. Cosentino suggested changing the language to reflect "two separate sessions no longer than 15 minutes." Samantha Mannion suggested adding "no more than 30 minutes total for the entire meeting" and taking out the second bylaw reference, only listing it once. Stephanie Strazza raised the issue of running over in the first public comment and not allowing other to speak at the end.

Motion: To move Policy 6146 and Bylaw 9320 to the full Board for approval

Made by: Samantha Mannion

Seconded by: Amy Johnson

Recording of Vote: All in favor.

D. Bylaw 9350 – Hearings - There is no exemption for an executive session in the language of the policy. The board is bound by current policy under law regardless of the adoption. Samantha Mannion suggested tabling the bylaw until the state amends the language to reflect an exception for executive session, specifically expulsion hearings.

IV. INFORMATION ITEMS – none

V. OTHER – Samantha Mannion reminded us about Rick Regan bringing up board member communications. Emails are not replied to under "reply all" or often, people don't reply at all. Revise the policy under board member policy. Dr. Cosentino suggested that having a secretary respond as

received. Samantha reiterated the need for transparency in email responses. Pat suggested discussing this at our next meeting, and she will tell Gail. Amy agreed with the changes.

VI. ADJOURNMENT

Motion to adjourn: Made by: Samantha Mannion

Seconded by: Amy Johnson

Recording of vote: All in favor

Meeting adjourned at: 7:35 p.m.

Temporary policy in effect until December 15, 2021.

Community Relations

Visitors, Volunteers and Access to Campus

The Board of Education has a responsibility to ensure the safety of staff and students. Due to the ongoing COVID-19 pandemic, pending construction and the need to ensure that our instructional programs are uninterrupted, the New Fairfield Public Schools will limit visitors to their school buildings until December 15, 2021.

- Visitors will not be permitted to visit classrooms or lunchrooms.
- All business will be conducted in the main offices.
- Parents/Guardians requesting an exception to this policy must contact the school principal or appropriate administrator to request a meeting.
- Parents invited to a New Fairfield school for a meeting will be escorted by a staff member to and from the meeting. All visitors must wear masks while in the school buildings.
- Any visitors allowed on the premises will be required to present a valid state-issued ID (driver's license, identification card, work VISA or green card) upon their arrival at the school and to wear a visitor's badge.
- Handlers for service animals and therapy animals must contact the appropriate administrator to arrange access or visitation.
- Spectators for indoor extracurricular activities will be allowed at the discretion of the School Administrator and/or Athletic Director.
- All visitors must adhere to all health and safety requirements, including masks.

The Board of Education and the New Fairfield Public Schools will allow visitors, as required by applicable law. For example, the Board will follow the policy and procedures that will allow for visitors for PPTs, independent educational evaluations and/or assessments, required parent-teacher conferences, etc.

The Board of Education recognizes that volunteers can make many valuable contributions to our schools. School volunteers will be permitted to attend off-campus field trips and outdoor activities. Volunteers must obtain the necessary security clearances and complete the necessary paperwork, as required by the Board of Education.

Restricted Access to Track & Fields during Scheduled Events

For safety reasons, to prevent injury to spectators, and/or to inhibit interference from non-participants, the administration reserves the right to deny access to the track, courts and athletic fields during scheduled events.

(cf. 1110.1 – Parent Involvement)

(cf. 1212 – School Volunteers)

(cf. 3517 – Security of Building and Grounds)

(cf. 4118.237/4218.237, 5141.8 – Face Masks/Coverings)

(cf. 6159 – Special Education Programs)

(cf. 6163.32 – Service Animals)

Community Relations

Visitors and Observations in Schools

Legal Reference: Connecticut General Statutes

10-4g Parent and community involvement in schools.

10-220 Duties of boards of education.

10-235 Indemnification of teachers, board members, and employees in damage suits; expenses of litigation.

54-250-et. seq. Definitions.

Policy adopted: August 19, 2021

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut

Temporary policy in effect until December 15, 2021.

This policy has been temporarily suspended, effective August 19, 2021, until such time as Policy C-19-1250 is no longer in effect.

Community Relations

Visits to the Schools

Board of Education members are encouraged to visit schools to become acquainted with school personnel and programs; however, Board members have authority only in scheduled meetings of the Board, as members of Board committees or when delegated specific tasks by specific Board action.

Members of the public and individual Board members interested in visiting schools or classrooms will make arrangements 48 hours in advance for visitations through the administrators of the various schools.

Subject to the direction and approval of the Board, the Superintendent is authorized to establish such reasonable regulations as will:

1. Ensure student safety.
2. Provide for appropriate hospitality for visitors.
3. Require all visitors to present a valid state-issued ID (driver's license, identification card, work VISA or green card) upon their arrival at the school and to wear a visitor's badge.
4. Ensure that the orderly process of school activities is not disrupted.
5. Channel expressions of approval as well as constructive criticism to the staff and to the Board of Education.

Visits to individual classrooms during instructional time shall be permitted only with the Principal's and teacher's approval. Such visits shall not be permitted if their duration or frequency interferes with the delivery of instruction or disrupts the normal school environment. When a visit involves a conference with a teacher or the Principal, an appointment should be scheduled during non-instructional time.

Since continuity in classrooms is often difficult to achieve and maintain, while visiting in a classroom, a visitor must not interrupt the class in any way, nor speak to (unless invited to do so) or disturb the students or teacher.

The Principal or her/his designee shall have complete authority to exclude from the school premises any persons whom s/he has reason to believe are disrupting the educational programs in the classroom or in the school, are disturbing the teachers or students on the premises, or whom the Principal believes are on the premises for the purpose of committing an illegal act.

Community Relations

Visits to the Schools (continued)

Visitor Registration

Non-school people may not initiate, direct, conduct, control or regularly attend the meetings of student groups.

School volunteers are required to follow procedures outlined in Policy 1212 – School Volunteers, and to sign in when they are visiting or volunteering in the schools.

(cf. 1212 - School Volunteers)

(cf. 9010 - Responsibilities and Limits of Authority)

Legal Reference: Connecticut General Statutes

10-151b Evaluation by superintendents of certain educational personnel

53a-185 Loitering in or about school grounds: Class misdemeanor.

Policy adopted: October 19, 2000
Policy revised: June 5, 2014
Policy revised: May 21, 2015
Policy revised: August 19, 2021

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut

*Suspension of Policy until such time as
Policy C-19-1250 is no longer in effect.*

This regulation has been temporarily suspended, effective August 19, 2021, until such time as Policy C-19-1250 is no longer in effect.

Community Relations

Visits to the Schools

Student Visitors

Under normal conditions, students are urged not to bring visitors to school. Their presence can create problems and interruptions that are unnecessary.

There are occasions, however, when visitors are permissible and welcome. Students who wish to have a visitor, must contact the main school office at least one week in advance of the anticipated visit and obtain the appropriate visitor's form. The completed form must be on file prior to the visit.

As a general rule, visitors should be of approximately the same school age as the students in attendance at the school.

Decisions are to be made at the administrator's discretion.

The visitor must accompany the district student throughout the day and is responsible for obeying all school rules.

Regulation approved: October 19, 2000
Regulation revised: June 5, 2014
Regulation reviewed: May 21, 2015
Regulation revised: August 19, 2021

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut

*Suspension of Regulation until such time as
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Community Relations

Visits to the Schools

Classroom Observations

The Board of Education (Board) values and supports collaboration and partnerships between families and schools. The Board, teachers and administrators strongly believe that education is a shared responsibility between parents/guardians and school personnel. It is desired by the Board that families and District schools establish and maintain productive relationships which utilize effective methods of communication and shared decision-making. Strong, trusting relationships between families, schools and the District serve as a foundation for positive and productive educational experiences for all students.

Parents/guardians have an important role to play in the identification, evaluation, and educational placement of their children, and in the development, review, and revisions of the IEPs for their children if their child is being considered for or is currently involved in special education services. This policy and its administrative regulations/procedures for in-school observations have been developed with this principle in mind.

At times, parents/guardians or other connected outside providers may wish to formally observe a specific student in a classroom. As assigned by the Superintendent of Schools, each principal shall be responsible for and have authority over the actions of students, professional and support staff, visitors, and other persons hired to perform specific tasks. To ensure a successful observation, a set of regulations that permit formal observations shall be developed by the Superintendent of Schools or his/her designee.

Guiding Principles

The Board expects that:

1. A process be developed to receive and respond to observation requests in a timely manner. Such process shall include the method of response and person responsible for responding.
2. Requests be reviewed with parents/guardians, and independent evaluators to determine purpose, questions to be addressed, location and length of observation, date and time.
3. After reviewing the request the administration shall determine a reasonable amount of time for an in-school observation. Some observations may require more time than others depending upon the purpose and the complexity of the student's programming. These issues should be addressed and resolved in discussions with the parents/guardians.
4. The District will not arbitrarily limit in-school observations to only one type of setting (e.g., academic classroom). In some cases, it may be appropriate for the observation of the student to occur in a variety of settings (e.g., classroom, lunchroom, recess, etc.). Conversely, it may not be appropriate for the observations to occur in certain settings, such as during individual or group counseling sessions.

Community Relations

Visits to the Schools

Classroom Observations

Guiding Principles (continued)

The Board expects that:

5. The District must balance its obligation to operate and maintain a safe school environment that fosters learning, with the importance of meaningful parental participation. Therefore, the District may place appropriate conditions on observations, such as the examples provided below. These decisions should be made carefully and on an individual basis.
 - a. Schools are responsible for maintaining a safe school environment for students, staff, and visitors. A school building administrator may determine it is necessary to restrict an observation due to safety concerns. If it is decided to restrict an observation, the decision is to be clearly communicated to the parents/guardians with a detailed explanation regarding the reasoning behind the decision. The school staff should work with parents to develop possible solutions to address any issues of concern.
 - i. The District must protect the privacy of student education records and protecting the confidentiality of personally identifiable information collected, maintained, or used pursuant to the IDEA. A school building administrator may determine it is necessary to condition or restrict an observation to protect disclosure by the parents/guardians of confidential or personally identifiable information about other students they may obtain while observing a classroom or program. (School staff can limit exposure to other student's education records by removing such records from view.)
 - ii. It is reasonable to ask parents/guardians to sign a statement that they will not disclose personally identifiable or confidential information about other students who are not the subject of the observation.
 - iii. It is not reasonable for school staff to deny an observation because other students would be present during the observation, or to require a parent/guardian to obtain permission from the parents/guardians of other students in the classroom or program prior to conducting the observation.
 - b. The Family Educational Rights and Privacy Act (FERPA) protects the privacy of student education records. However, it is inappropriate for school staff to cite FERPA as the sole reason for denying an otherwise reasonable observation request.

Community Relations

Visits to the Schools

Classroom Observations

Guiding Principles (continued)

The Board expects that:

6. The learning environment have limited distractions and disruptions. Any visitor can change the dynamics within a school or classroom whether it be another teacher, the principal, or a parent. The school administrator may determine that it is necessary to condition or restrict an observation based upon a variety of factors including but not limited to: classroom schedules; assessment schedules; and teacher/staff/administrator availability.
7. School administrators work with the classroom teacher(s) and the parents/guardians on how to avoid or minimize disruptions to instructional time and the students' routines. Additionally, school administrators should make parents aware of any additional policies that might apply to the observation as well, such as visitor policies and/or protocols.
8. This observation policy and its administrative regulations/procedures be consistently implemented across all schools within the District.
9. This policy and its administrative regulations/procedures be applied in the same way for students with disabilities, as well as for students without disabilities.
10. When observations requests are declined or restricted, school administrators should provide a detailed explanation to the parents/guardians explaining the reason for the decision and work to develop alternative ways for the parents to obtain the information they are seeking.

(cf. 1110.1 – Parental Involvement)

(cf. 1250 – Visits to the Schools)

(cf. 6159 – Individualized Education Program/Special Education Program)

(cf. 6171 – Special Education)

Legal Reference: Connecticut General Statutes

10-76a Definitions (as amended by PA 06-18)

10-76b State supervision of special education programs and services. Regulations. (as amended by PA 12-173)

10-76d Duties and powers of Boards of Education to provide special education programs and services.

10-76ff Procedures for determining if a child requires special education

Community Relations

Visits to the Schools

Classroom Observations

Legal Reference (continued)

State Board of Education Regulations

34 C.F.R. 300 et seq. Assistance to States for Education of Handicapped Children.

300.14 Special education definitions.

300.340-349 Individualized education programs.

300.502 Independent educational evaluation

300.503 Independent educational assessment.

300.533 Placement procedures.

300.550-556 Least restrictive environment.

P.L. 108-446 The Individuals with Disabilities Education Improvement Act of 2004

“Guidelines Regarding Independent Educational Evaluations at Public Expense and In-School Observations” issued by the Connecticut State Department of Education, March 27, 2018.

Policy adopted: March 7, 2019
Policy revised: August 19, 2021

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut
*Suspension of Policy until such time as
Policy C-19-1250 is no longer in effect.*

This regulation has been temporarily suspended, effective August 19, 2021, until such time as Policy C-19-1250 is no longer in effect.

Community Relations

Visits to the Schools

Classroom Observations

These regulations apply to observation access requested by the parent/guardian of a student receiving special education services or being evaluated for eligibility of such services, an independent educational evaluator, a qualified professional retained by or on behalf of a parent/guardian or child or from parents/guardians of a child presently not receiving any special education services.

1. Parents/guardian's request to observe their child(ren), current program, or a potential placement must be made at least five days in advance with the building Principal or designee or Special Education Director or designee, as applicable.
2. Reasonable access will be provided to a parent/guardian for the purpose of observing his/her child in the child's current educational placement, services or program; or to visit an educational placement or program proposed by the PPT/IEP Team.
3. If the observer is an independent educational evaluator or a professional retained by or on behalf of a parent/guardian or child, he or she must be afforded reasonable access of sufficient duration and scope for the purpose of conducting an evaluation of the child, the child's performance, the child's current educational program, placement, services, or environment, or any educational program, placement, services, or environment proposed for the child.
4. The building Principal or designee or the Special Education Director or designee, as applicable, shall contact the parent/guardian(s) for an initial scheduling conversation within five (5) days of receipt of the parents'/guardians' request.
5. The building Principal or designee and/or the Special Education Director or designee, as applicable, will work with the classroom teacher and the observer to establish the specifics of the observation, including, but not limited to, scheduling and placement of the observer in the classroom.
6. The number, frequency, and duration of observation periods will be determined on an individual basis in accordance with federal and state law and regulation. The start and end time of observation periods and a schedule of observation periods will be determined in advance. In order to minimize classroom or student disruption, the length of individual observation periods may be limited.
7. If the observer is not the parent/guardian, the parent/guardian must sign a release for the individual to observe.
8. If the visitor/observer is a professional retained by the parent/guardian, such individual must provide identification and credentials to a school administrator before the scheduled observation visit.

Community Relations

Visits to the Schools

Classroom Observations (continued)

9. Parent/guardians or outside providers that disagree with the decision of the building Principal or designee pertaining to the requested observation have the right to challenge the decision with the Superintendent of Schools. The decision of the Superintendent shall be final, subject only to raise an issue in open meeting at a regular session of the Board of Education.
10. The number of observers at any one time may be limited by the building Principal or designee or the Director of Special Education or designee.
11. Observers, as visitors, must comply with:
 - a. School safety, security, and school visitation policies at all times.
 - b. Applicable privacy laws, including those laws protecting the confidentiality of education records such as the federal Family Educational Rights and Privacy Act (FERPA).
 - c. Board Policy #1250, Visits to the Schools.
12. The observer is to be informed that he/she is not to interfere with the educational environment of the classroom. If his/her presence presents a problem, he/she will/may be asked to leave. This notice is particularly important, since the presence of parents/guardians can influence both the performance of their child(ren) and others.
13. The observer, in a special education situation, will be asked to submit his/her report of the observation in advance of any follow-up PPT or related meeting.
14. The observer will be informed that he/she is there to evaluate the appropriateness of a specific educational program to meet the needs of an individual child. He/she is not there to evaluate a teacher's ability to perform his/her contractual job duties.
15. The observer is to be instructed regarding the disclosure of confidential or personally identifiable information related to other children. The observer must acknowledge, before the visit, that he/she is obligated to honor students' confidentiality rights and refrain from any disclosure of such records. Staff must be mindful of removing materials which may be part of students' records from plain view. In the event that removal is not possible, the observer may be asked to sign a non-disclosure agreement.
16. A school administrator, or his/her designee, is to also observe at the same time and take notes as to what is observed, paying particular attention to anything that is non-typical concerning the observation period. This observation summary will be placed in the student's file and provided to the parent/guardian(s) prior to any follow up PPT or related meeting.
17. Formal observation does not include times when parents/guardians are invited to a classroom for a special event or presentation, serve as a volunteer with a teacher, or to have lunch with their student.

Community Relations

Visits to the Schools

Classroom Observations (continued)

18. The school Principal or designee reserves the right to decline any request for a classroom observation if it is determined that such an observation would cause undue disruption of the educational process.
19. Out of respect for the teaching environment, parents/guardians shall not bring younger siblings or children while observing in the classroom or utilize any electronic equipment such as cell phones while in the classroom. (See #20 below)
20. Observers should not disrupt the learning environment by engaging students or the teacher in conversation. A follow-up meeting may be scheduled to answer questions or concerns. Recordings of the observation shall not be permitted absent specific approval by the building Principal or designee.
21. During the observation the building Principal or designee and/or the Director of Special Education or designee may/will be present in the observed setting in order to accommodate follow-up discussion or clarify questions that may arise.
22. A building Principal or designee may deny visitation/observation privileges to any parent/guardian who had previously disrupted class activities or cannot justify a useful purpose of repeated classroom observations.

In-School Observations Conducted by an Independent Evaluator

Note: This section applies only to in-school observations conducted by an independent evaluator as part of a parent/guardian request for an independent educational evaluation (IEE) at public expense.

1. For most evaluations, it is important for the independent evaluator to understand the student within the context of his or her classroom, and the student's general presentation in school. Some observations conducted by independent evaluators may require more time than others depending upon the purpose and the complexity of the student's programming.
2. When determining the scope of the observation, all parties should be clear about the specific questions that the independent evaluation is attempting to address.
3. The District will not arbitrarily limit in-school observations to only one type of setting (e.g., academic classroom). In some cases, it may be reasonable for an independent evaluator to observe a student in a variety of settings (e.g., classroom, lunchroom, recess, etc.), given his or her IEP goals and objectives. These parameters should be addressed and resolved in discussions with the parents/guardians and the independent evaluator.
4. The District acknowledges that the Office of Special Education Programs (OSEP) has provided guidance stating that any policy limiting the length of observations conducted by independent evaluators would also have to apply to district personnel and independent evaluators hired by the school district in order for it to be consistent with the IDEA.

Community Relations

Visits to the Schools

Classroom Observations (continued)

Note: *The IDEA and its implementing regulations do not provide a general entitlement for parents, or third parties, including attorneys or educational advocates, to observe students in their current classrooms or observe proposed educational placements in a public school district. However, the Bureau of Special Education encourages school districts to adopt policies and procedures that allow parents of observe their children in school and proposed placement options.*

Regulation approved:
Regulation revised:

March 7, 2019
August 19, 2021

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut
*Suspension of Regulation until such time as
Policy C-19-1250 is no longer in effect.*

Parent/Provider Request for Classroom Observation

The New Fairfield School District welcomes visits to our schools and classrooms by parents/guardians, community members, and other interested educators. In addition, we encourage volunteers in our classrooms when opportunities are presented. However, to minimize disruptions to our students' experience in our schools, we have established procedures governing classroom observations.

Parents/guardians or providers will make a written request to the Principal at least **five days** in advance of a requested observation. An administrator or other school staff member (e.g., special educator, team leader, etc.) may accompany the observer for the duration of the observation. Unless there are special circumstances, observations will be limited to one person, one observation per child per month for a period of up to 60 minutes.

Date: _____

Person Making Request: _____

Student: _____ School: _____ Grade: _____

Requested Location and Date of Observation: _____

Reason for Observation (*What specifically would you like to observe?*)

For Outside Agency Providers Only:

Name of Agency: _____

Purpose of the Observation: _____

(Must provide proof of release of information signed by parent within past 12 months)

For School District Personnel:

Date of Pre-Conference: _____

Conference Facilitator: _____

Date of Scheduled Observation: _____

Observer Assigned: _____

Date of Post-Conference: _____

Conference Facilitator: _____

Concerns and/or Main Points Discussed? _____

If disapproved, please state reason(s): _____

**Request to Access Classroom(s) or Personnel for Special Education
Evaluation and/or Observation Purposes**

Student Name: _____ DOB: _____

School Attending: _____ Grade: _____

The following information must be completed by individuals requesting to access a school building, facility, and/or educational programs or to interview District personnel or the student named above for the purpose of assessing the student's special education needs. Please complete this form and return it to the Building Principal or Program Director where the student is enrolled. He or she will contact you to coordinate your visit:

Parent/Guardian *(Complete this section if the person making the request is the parent/guardian.)*

Name: _____ Title: _____ Phone: _____

Address: _____

I am the parent/guardian of the above-named student and wish to observe my child in the following classroom/settings: _____
for the purpose of: _____

I am the parent/guardian of the above-named student and wish to observe the following classroom/settings which have been recommended for my child: _____
_____ for the purpose of: _____

Parent's Independent Evaluator or Other Qualified Professional *(Complete this section if the person making the request is not the parent/guardian.)*

Name: _____ Agency/Company: _____

Phone: _____ Email Address: _____

Address: _____

My professional training and/or licensure or certification, if applicable, is (check all that apply):

- | | |
|---|--|
| <input type="checkbox"/> Teacher, certified in the areas of: _____ | Connecticut certified? <input type="checkbox"/> Y <input type="checkbox"/> N |
| <input type="checkbox"/> Clinical Psychologist | <input type="checkbox"/> School Psychologist |
| <input type="checkbox"/> Licensed Clinical Social Worker | <input type="checkbox"/> Licensed Social Worker |
| <input type="checkbox"/> School Social Worker | <input type="checkbox"/> Occupational Therapist |
| <input type="checkbox"/> Physical Therapist | <input type="checkbox"/> Speech/Language Pathologist |
| <input type="checkbox"/> Audiologist | <input type="checkbox"/> Psychiatrist |
| <input type="checkbox"/> Registered Nurse | <input type="checkbox"/> Certified School Nurse |
| <input type="checkbox"/> Other qualified Professional (list credentials): _____ | |

I have been requested by the above named student's parent/guardian to conduct an evaluation of the student for the purpose of: _____

1250.1
Form B
(continued)

As part of this evaluation, I am requesting the following for the length of time noted (check all that apply):

- Observation of student in the following classroom(s)/setting(s): _____
_____ Duration: _____
- Opportunity to interview the following personnel believed to work with the student: _____
_____ Duration: _____
- Opportunity to interview the student.
- Student records, as noted in the attached, signed Authorization to Release Student Record Information.

Acknowledgement *(To be completed by the person making the access request.)*

I understand that the School District will allow me reasonable access to the school, school facilities, or educational programs or individual(s) I have requested as related to the purpose of my visit. I have been provided with a copy of Policy #1250.1 and its accompanying Administrative Regulation, and agree to comply with its terms and conditions. I further understand that during my visit, I must honor all students' confidentiality rights and refrain from any re-disclosure of such records.

Individual Requesting Access Signature

Date

Parent/Guardian Verification *(Must be completed whenever an independent evaluator or other qualified professional requests access.)*

I, _____, am the parent/guardian of the above-named student, and I confirm that I have requested an evaluation of my child by the individual named herein, for the stated purpose(s). If requested above, I consent to my child being interviewed by the named evaluator as part of this visit understanding that the District has not conducted a background check on the evaluator. I have no reason to believe the evaluator poses a safety risk to my child or others. I further understand and agree that it is my responsibility to notify the School District in writing if I end my working relationship with the named evaluator prior to the completion of the tasks outlined herein and that the School District otherwise will work with the evaluator to provide reasonable access to the school, school building, school facility, personnel, or my child at mutually agreed upon times and in a manner that is least disruptive to the school setting or my child's academic program.

Parent/Guardian Signature

Date

This policy has been temporarily suspended, effective August 19, 2021, until such time as Policy C-19-1250 is no longer in effect.

Business/Non-Instructional Operations

Site Access/Closed Campus

While school is in session, access to the buildings and grounds of the campuses of the New Fairfield Public Schools must be limited to protect the students and staff. Therefore, signs will be posted on all campuses indicating that access to the schools and grounds is restricted during the school day to students, staff, vendors conducting business authorized by the New Fairfield Public Schools, and approved parent/guardian visitors (as defined below). To ensure student and staff safety, all parents and individuals conducting business (including drop off and pick up) are required to leave school property once business is complete. All others on campus will be asked to leave.

The only exceptions to this policy are open access to: the dog park, the adjacent children's playground/basketball courts/bocce courts, Komlo Field, Cashman Field, and the immediately adjacent parking spaces located in the lower lot on the middle school/high school campus.

Signs will be posted on all school campuses indicating the following:

- School hours for each campus.
- Access to school buildings and grounds is restricted during the school day to students, school staff, those conducting business authorized by the New Fairfield Public Schools and approved visitors.
- Unauthorized people in school buildings or on school grounds will be asked to leave.

Approved Visitors

All visitors must sign in and receive a **VISITOR BADGE** from the main office of the campus they are visiting.

- Some examples of Approved Visitors are classroom volunteers, a parent/guardian who wants to have lunch with their child or drop off a lunch, and/or those meeting with a staff member.

Restricted Access to Track & Fields during Scheduled Events

For safety reasons, to prevent injury to spectators, and/or to inhibit interference from non-participants, the administration reserves the right to deny access to the track, courts and athletic fields during scheduled events.

Policy adopted: June 5, 2014
Policy revised: September 6, 2018
Policy revised: August 19, 2021

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut
*Suspension of Policy until such time as
Policy C-19-1250 is no longer in effect.*

This policy has been temporarily suspended, effective August 19, 2021, until such time as Policy C-19-1250 is no longer in effect.

Instruction

School Volunteers

Volunteers will work under the supervision of staff, assisting with tasks which may include the following: chaperoning field trips, coaching, clerical support, mentoring and other appropriate assignments.

In our continued effort to maintain a safe learning environment, all school visitors, including volunteers, must register upon entering any school. A sign-in/sign-out log will be maintained in each school office. Volunteers must present a valid state-issued ID (driver’s license, identification card, work VISA or green card), record both arrival and departure times, and indicate the purpose of their visit. Additionally, volunteers will be provided with identification badges, which must be displayed during each visit.

All volunteers are expected to exhibit standards of conduct equal to those of the school staff and to observe all Board of Education policies. This includes, but is not limited to use of appropriate language, maintaining confidentiality, wearing appropriate attire, and exercising good judgment.

The school volunteer is a non-paid person who helps in the school under the direction of the school Principal or his/her designee.

The building Principal or his/her designee is responsible for conveying the contents of this policy to all school volunteers.

(cf. 1212 – School Volunteers)

Policy adopted: January 5, 2006
Policy revised: June 4, 2015
Policy revised: August 19, 2021

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut
*Suspension of Policy until such time as
Policy C-19-1250 is no longer in effect.*

Existing policy with modification base on P.A. 21-46, Section 27.

Instruction

Special Education

Preschool Special Education

The Board of Education (Board) recognizes the value of special education and its responsibility in ensuring that all resident preschool children with disabilities have the opportunity to participate in special programs and services from which they may benefit. The Board shall maintain an early intervention program for preschool-aged children identified through the “Birth to Age Three” screening process under regulations imposed by the Individuals with Disabilities Act (IDEA) which identifies children with special education needs or developmental delays.

The District’s program shall be based upon the “reverse mainstreaming model” which maintains a significant number of non-disabled (regular education) students who serve as role models for the students with identified special needs. The Director/Supervisor of Special Education is responsible to coordinate and evaluate the program annually to make recommendation to the Superintendent of Schools or his/her designee.

The Board authorizes the Superintendent of Schools to establish administrative practices and procedures to carry out this responsibility. Such administrative practices and procedures shall include:

1. Locating and identifying all preschool children, between the ages of three and five, with disabilities pursuant to the relevant provisions of the Individuals with Disabilities Act (IDEA). The register of children eligible to receive preschool special education services is to be maintained and revised annually by the Director/Supervisor of Special Education;
2. Ensuring that the parents of preschool age children with disabilities have received and understand the request for consent for evaluation of their child;
3. Developing an individualized education program (IEP) for each preschool age child with a disability requiring services;
4. Appointing and training appropriately qualified personnel;
5. Providing transportation to special education students enrolled in the program;
6. Maintaining lists as required by the State Education Department pertaining to the number of children with disabilities who are being served, as well as those identified disabled students not served; and
7. Reporting as required to the State Education Department; and
8. Ensuring the smooth transition from infant to preschool programs.

Instruction

Special Education

Preschool Special Education (continued)

The Planning and Placement Team's responsibilities will include the evaluation and recommendation for placement in appropriate approved programs and the provision of appropriate special education programs and services for each preschool child with a disability. Children recommended for an educational program may enter at various points throughout the school year.

It is ultimately the responsibility of the Board to provide the appropriate approved preschool program and services for the District children. Should the PPT's determination and recommendations differ from parent or guardian preference, placement may be appealed by a parent or guardian through the procedures outlined in IDEA.

If the PPT determines that a child is ineligible for participation in a preschool special education program, a screening for developmental and social-emotional delays using validated assessment tools, such as the Ages and Stages Questionnaire and the Ages and Stages Social-Emotional Questionnaire, or their equivalents, shall take place for such child. The Board directs the Superintendent or his/her designee to ensure that the District considers that adequate and appropriate space and personnel are made available for such programs and services.

Tuition

Non-disabled (regular education) students enrolled in the "reverse mainstreaming" preschool program will be required to pay tuition for the program. Identified students or students who qualify for free or reduced lunch will not be charged for tuition. The Board will annually establish the tuition rate for the following school year. The Board, through the Superintendent or his/her designee, will establish a monthly payment plan. Failure to make such tuition payment may result in discontinuation of enrollment in the program.

Legal Reference: Connecticut General Statutes

- 10-76a Definitions.
- 10-76b State supervision of special education programs and services.
- 10-76c Receipt and use of money and personal property.
- 10-76d Duties and powers of boards of education to provide special education programs and services. (as amended by PA 97-114)
- 10-76e School construction grant for cooperative regional special education facilities.
- 10-76f Definition of terms used in formula for state aid for special education.
- 10-76g State aid for special education.

Instruction

Special Education

Preschool Special Education

Legal Reference: Connecticut General Statutes (continued)

- 10-76h Special education hearing and review procedure. Mediation of disputes.
- 10-76i Advisory council for special education.
- 10-76j Five-year plan for special education.
- 10-76k Development of experimental educational programs.
- State Board of Education Regulations.
- 10-76m Auditing claims for special education assistance.
- 10-76a-1 et seq. Definitions.
- 10-76b-1 through 10-76b-4 Supervision and administration.
- 10-76d-1 through 10-76d-19 Conditions of instruction.
- 10-76h-1 through 10-76h-2 Due process.
- 10-76l-1 Program Evaluation.
- 10-145a-24 through 10-145a-31 Special Education (re teacher certification).
- 17a-248e Individualized family service plans. Duties of lead agencies (as amended by PA 21-46, Section 27)**
- 34 C.F.R. 3000 Assistance to States for Education for Handicapped Children.
- American with Disabilities Act, 42 U.S.C. §12101 et seq.
- Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq. as amended by P.L. 105-17.
- Rehabilitation Act of 1973, Section 504, 29 U.S.C. §794.

Policy adopted: June 18, 2015
Policy revised:

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut

Bylaws of the Board

Meetings

Electronic Communications Among Board Members

The Board of Education recognizes that electronic communication among Board members and between Board members, District administration, and members of the public is an efficient and convenient way to communicate and expedite the exchange of information and to help keep the community informed about the goals, programs, and achievements of the District and its schools.

Board members shall exercise caution so as to ensure that electronic communications are not used as a means for the Board to deliberate outside of an agendaized Board meeting.

A majority of the Board shall not, outside of an authorized meeting, use a series of electronic communications of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the Board.

Examples of permissible electronic communications concerning District business include, but are not limited to, dissemination of Board meeting agendas and agenda packets, reports of activities from the Superintendent, and reminders regarding meeting times, dates, and places.

Board members shall make every effort to ensure that their electronic communications conform to the same standards and protocols established for other forms of communication. A Board member may respond, as appropriate, to an electronic communication received from a member of the community and should make clear that his/her response does not necessarily reflect the views of the Board as a whole. Any complaint or request for information should be forwarded to the Superintendent in accordance with Board bylaws and protocols so that the issue may receive proper consideration and be handled through the appropriate District process. As appropriate, communication received from the press shall be forwarded to the designated District spokesperson.

Legal Reference: Connecticut General Statutes

The Freedom of Information Act.

1-200 Definitions.

1-210 Access to public records. Exempt records.

1-211 Disclosure of computer-stored public records.

Bylaw adopted by the Board:

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut